

DOCUMENT RESUME

ED 299 828

FL 017 634

TITLE FLES NEWS, Volume 1, Numbers 1-3.
INSTITUTION National Network for Early Language Learning.
PUB DATE 88
NOTE 25p.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT FLES News; vl 1987-88

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; Classroom Techniques; Conference Papers; Educational Research; Elementary Education; *FLES; Immersion Programs; Information Sources; *Instructional Materials; Introductory Courses; *Language Enrollment; Language Teachers; National Surveys; Second Language Instruction; Student Recruitment; *Teacher Education; *Teaching Methods
IDENTIFIERS *Content Area Teaching; National Network for Early Language Learning

ABSTRACT

The three initial issues of the National Network for Early Language Learning's newsletter describe the publication's format and objectives and present articles on issues of interest to teachers of foreign languages in the elementary school (FLES). Article topics include: general and specific teaching methods, including immersion and content-area teaching; a national survey profiling FLES; publicizing FLES; teaching materials available to FLES teachers; conferences; in-service and other education opportunities for language teachers; classroom activities; a Louisiana report on the improvement of basic skills through second language learning; conference presentation tips for the first-time presenter; classroom resources; information sources; state involvement in FLES; and professional notes and announcements. (MSE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

M. Rhodes

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 1

FLES NEWS Provides Vital Forum

Notes from the Chair

I am delighted to introduce the inaugural issue of *FLES NEWS*, a newsletter written by and for educators involved in the teaching of foreign languages to young children.

This newsletter has come about as a result of the growing awareness of the importance of introducing young children to foreign languages. The increasing number of elementary schools across the country offering foreign language classes led to the birth of a much-needed network for educators involved in early foreign language education.

Over the past six or seven years, FLES (Foreign Language in the Elementary School) teachers, program coordinators, and administrators have been getting together informally at regional and national conferences to share ideas and compare notes about materials, curricula, teacher training, and other common concerns of elementary school foreign language programs. At the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in November 1986, participants in a FLES Networking Session suggested that the time was right to organize a national network to help promote the teaching of foreign languages in elementary schools.

Twenty-five of the FLES educators from the ACTFL session, representing foreign language programs in 16 states, met for a full weekend of meetings at the Center for Applied Linguistics on January 31 - February 1, 1987, to discuss the organization of a network that would facilitate communication among early language practitioners. By that Sunday afternoon, the "National Network for Early Language Learning" (NNELL) was born.

The main objectives of the network are to facilitate communication and to provide information that will improve public awareness and support for early language learning. The main activities of the network will be to publish this newsletter, *FLES NEWS*, three times a year and to promote FLES, especially at local, regional, and national conferences.

The network is open to all who are interested in the field. Those on the mailing list will receive *FLES NEWS* (free of charge the first year) and are invited to promote early language learning by organizing and attending FLES sessions at local, regional, and national meetings.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

Fall 1987

✓ This document has been reproduced as
received from the person or organization
originating it

□ Minor changes have been made to improve
reproduction quality

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

The executive committee elected at the meeting includes: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), Kathleen Riordan (Massachusetts), and Nancy Rhodes, chair (Washington, D.C.). Marcia Rosenbusch (Iowa), also on the executive committee, was elected editor of *FLES NEWS*.

What is the nature of the network? The network is a forum for people interested in early language teaching. Whether we will stay affiliated with an organization or become independent is yet to be determined. At this stage, we want to wait and see how our needs and goals can best be met. We are now under the umbrella of the Center for Applied Linguistics and work closely with other organizations with similar goals, including American Council on the Teaching of Foreign Languages, Advocates for Language Learning, the Modern Language Association, the International Conference of Second/Foreign Language Acquisition by Children, Joint National Committee on Languages, and the American Associations of Teachers of French, German, and Spanish and Portuguese.

It is wonderful to now have a newsletter that will keep us abreast of what is going on in the field and provide us with a means for sharing information, ideas, and concerns. Of course, the success of this newsletter depends on you, the readers, and your contributions, reactions, and ideas. You are encouraged to submit articles, classroom activities, program descriptions, comments, etc., to the appropriate corresponding editor or to Marcia Rosenbusch, Editor, *FLES NEWS*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Nancy C. Rhodes, Chair, NNELL

Congratulations to the National Network for Early Language Learning on the publication of this first issue of its *FLES NEWS*. The newsletter should prove to be a welcome and useful resource for foreign language teachers in elementary schools throughout the country.

Jacqueline Benevento
President, ACTFL

Immersion Methodology: How Do Immersion Teachers Make Instruction in a Foreign Language Comprehensible?

Research efforts in immersion education during the 1960s and 1970s in both Canada and the United States focused almost exclusively on student achievement. Parents wanted to know if their children were reading at grade level or if their children were on par with their monolingual peers in mathematics concept development, for example. Principals and school officials turned to the results of longitudinal and comparative studies as empirical evidence that the immersion experiment was working. The accumulation of findings is impressive: children can excel linguistically and scholastically in immersion programs.

Attention is now turning to other areas of interest in immersion education. The focus of this study was immersion instructional methodology. The purpose of this study was twofold: 1) to describe the strategies and techniques used by experienced immersion teachers; and 2) to draw from the insights of work in other second language education programs such as bilingual and ESL (English as a Second Language) to suggest ideas that could be incorporated into immersion instruction. This article will focus on the first objective of the study. Forty-nine teachers representing five well-established immersion programs in the United States completed an extensive survey. The methodology section of the survey was divided into four categories of techniques that may be useful in teaching subject matter to children in their second language: language characteristics, extralinguistic aids, instructional techniques, and language error correction. Teachers were asked to rate the frequency with which they utilized these techniques on a scale from "always," on one extreme, to "never" on the other.

Results are presented by category. Ten of the eleven language characteristics listed received a mean score in the range of "very frequently." In order of ranking of frequency, they are: explicit teacher modeling, exemplification (the use of "for example," "for instance," etc.) repetition, redundancy, topic fronting (for example, "The mission system is what we talked about yesterday in class."), explicit marking of reference (e.g., greater use of nouns), explicit enunciation, controlled vocabulary, "here and now" focus, and use of short, simple sentences. Use of a slow rate of speech was ranked the least frequent in usage. In the second category, extralinguistic aids, teachers reported using body language "always"; realia and pantomime were used "very frequently" by these teachers.

The instructional routines that received mean scores of "always" were: predictability in instructional routines, drawing on general background knowledge to aid comprehension, varying teaching methods and activities, and use of clarification requests. Teachers also rated the following techniques as "very frequently" used: review of previously covered material; contextualizing with extralinguistic information (e.g., using pictures, titles of stories); using factual display questions (i.e., teacher already knows the answer); contextualizing with linguistic information (e.g., previewing vocabulary or grammar before a lesson); commanding with objects; and use of advance organizers (for example, outlines, partially completed lists, etc.). Finally, teachers rated indirect error correction methods of teacher modeling of correct response and request for repetition as error correction techniques that were used "very frequently."

In sum, immersion teachers report using a great variety of the strategies and techniques listed on the survey. The three highest rated techniques across the four categories were: 1) use of body language; 2) use of realia; and 3) drawing on general background knowledge to aid comprehension.

The second part of the survey asked the respondents to list three strategies from the list that they considered most important for immersion teachers to use in helping students understand material presented in a second language. Seven techniques were most frequently mentioned: 1) use of body language; 2) use of realia, visuals, manipulatives; 3) review of previously covered material; 4) repetition; 5) building redundancy into lessons; 6) drawing on general background information to aid comprehension; and 7) explicit teacher modeling.

The third section of the survey asked the teachers what, in their opinion, immersion teachers have to do differently from teachers in monolingual programs to teach subject matter in a second language. There were 47 responses to this open-ended section. The responses can be classified into five categories:

1. **Preparation.** Immersion teachers require more preparation time for curriculum development and translation of materials. Several teachers also noted that immersion

(continued on page 6)

FLES NEWS is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the NNELL: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter are by topic: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Melanie Klutts, Richardson ISD, 563 Blanning Dr., Dallas, TX 75218; *Funding information and new legislation* Kurt Muller, National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY 10038; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

The first two issues of the newsletter will be distributed free of charge thanks to generous contributions from Addison-Wesley Publishing Co., American Association of Teachers of French-FLES Commission, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, Gessler Publishing Co., McGraw-Hill Publishing Co., Northeast Conference on the Teaching of Foreign Languages, and various individual contributors. There will be a charge for the newsletter starting in spring 1988; subscription rates will be announced in the next issue.

To be put on the mailing list, please send your name and address to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

National Survey Profiles FLES

The role of foreign language education in our schools, especially at the elementary level, has been under close public scrutiny during the last decade. Various education commissions, policy groups, state education agencies, and local school districts have recommended ways to enhance the teaching of foreign languages.

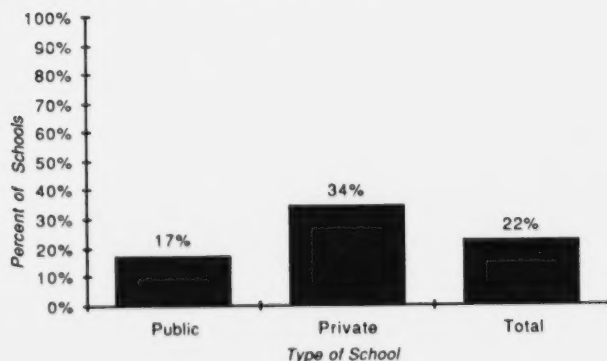
The Center for Language Education and Research (CLEAR), through funding from the U.S. Department of Education, addressed the issue of the status of foreign language instruction by conducting a national survey of elementary and secondary schools during the 1986-87 school year. A 4-page questionnaire on foreign language instruction was sent to a stratified random sample of approximately 5% of all elementary and secondary schools in the United States.

The elementary school results, compiled from questionnaires completed by principals and foreign language teachers at 1,416 elementary schools, are presented here. The respondents represented public and private schools, ranging from nursery school through grade 8, in all 50 states and the District of Columbia.

The main purpose of the survey was to provide a national picture of foreign language education at the elementary level (often referred to as "FLES" or foreign language in the elementary school). Results presented here will focus on seven major categories of information addressed by the survey: the extent of foreign language teaching at the elementary level, the interest level of schools not currently teaching foreign languages, languages taught, program types, scheduling, articulation, and major problems.

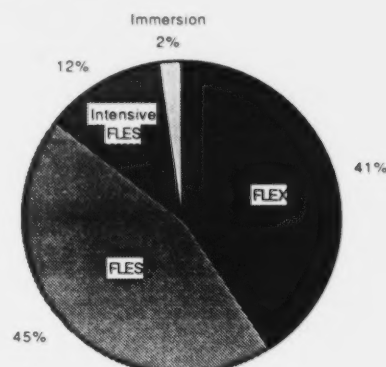
How extensive is foreign language teaching in elementary schools? Findings of the survey show that approximately one-fifth (22%) of all responding elementary schools offered foreign language classes. The percentage of private schools teaching foreign languages (34%) was exactly double that of public elementary schools (17%) (see Figure 1). Of those elementary schools that did not teach foreign languages, one-half said that they would be interested in having foreign language instruction at their school.

Figure 1: Percentage of Elementary Schools Teaching Foreign Languages (Public, Private, and Total)



What languages were most commonly taught? Spanish, offered by 68% of the elementary schools that taught language, was the language most commonly taught. It was followed by French (offered at 41% of the schools), Latin (12%), German (10%), Hebrew (6%), Chinese (3%), Russian (2%), and Spanish for Spanish speakers, Greek, and American Indian languages (each at 1%). Other languages taught by fewer than 1% of the elementary schools

Figure 2: Percentage of Elementary Schools Offering Various Program Types



Foreign Language Experience (FLEX)—The goals of this program are to get general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency, but rather exposure to other language(s) and culture(s).

Foreign Language in the Elementary School (FLES)—The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with e.g., family, pets, school. The teacher in this type of program may speak some English in the class.

Intensive FLES—The goals of this program are the same goals as in the above program but there is more exposure to the foreign language. This greater exposure includes language classes taught *only* in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum.

Immersion—The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts.

included Czech, Norwegian, Persian, Portuguese, American Sign Language, and Welsh.

What types of programs are offered? Respondents were asked to characterize their programs as one of four types: foreign language experience (FLEX) (a *basic* exposure to language and culture), foreign language in the elementary school (FLES) (a focus on listening, speaking, and cultural skills), intensive FLES (FLES with additional language reinforcement), or partial/total immersion (subject matter taught in the foreign language). (Definitions of these program types, as listed on the questionnaire, are included with Figure 2.)

Nearly half the elementary schools that taught foreign language (45%) had FLES programs, 41% had FLEX, 12% had intensive FLES, and 2% had immersion programs (see Figure 2). These results show that the vast majority of schools offered programs that aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 14% of them (intensive FLES and immersion) had as one of their goals real communicative competence.

(continued on page 7)

Teaching Methods

Methodology for Foreign Languages in the Elementary School is surely as rich in diversity as is the methodology for all other parts of the curriculum at this level. Although in some discussions there have been references to a "FLES Method," in fact there is no single approach that is most effective with all children. It will be the purpose of this part of the newsletter to highlight the variety of teaching methods used successfully at the elementary school level.

While the program model and the goals of the individual school will certainly influence the choice of methods to be employed in each classroom, there are some elements that most successful methods for FLES have in common. Because most programs are dealing with children at concrete stages of cognitive development, successful approaches to FLES classes will emphasize concrete experiences and heavy use of realia, visuals, and physical activity. Teaching strategies found in the Natural Approach and in Total Physical Response have an obvious application to the FLES classroom because they incorporate many concrete experiences, especially in early stages.

Children also respond best to approaches that make the most of the interests and experiences related to their immediate environment. In immersion programs children experience their entire school environment, including the content curriculum, in the target language, with a dramatic effect on their growth in target language skills. The same philosophy guides many other approaches that promote language use rather than learning about language: a language experience approach to reading and writing, experiencing rather than discussing the culture of the target language, and incorporation of crafts and food activities all reflect an experience-based methodology.

Methodology for children is also most effective when it incorporates the child's love of drama and play. Use of games, role-play, action songs, and songs that tell a story can contribute to exciting and motivating FLES instruction. No subject area can tap the child's love and talent for fantasy better than the foreign language classroom. The FLES teacher can find many ways of bringing together the dramatic and creative talents of the elementary school child with the children's literature and folk and fairy tales of the foreign culture. There are many successful methods, for example, for storytelling and retelling, puppetry, and drama.

Effective methodology will also take seriously the child's need and motivation to communicate and will provide situations in which communication is natural and meaningful. Games are often used to develop this component within the FLES classroom. Penpals, classroom exchanges, and video letters are examples of other methods used successfully to promote the goal of communication.

Several relatively new developments in elementary school language programs offer opportunities and challenges. Research in second language acquisition suggests the need for an emphasis on the development of the listening skill, especially in early stages of language acquisition. Because earlier FLES programs so heavily stressed imitation and speaking, there is now a clear need for teachers to develop more systematic approaches to listening and to the evaluation of listening skills. As elementary schools place increasing importance on holistic education and on basic skills across the curriculum, foreign language teachers need to find ways to integrate these areas in the FLES classroom. Another current emphasis in elementary schools, global education, is clearly an area for which FLES classrooms can have much to offer and for which methods and techniques must be developed and shared.

The methodology section of the this newsletter will be devoted to discussing methods for dealing with specific, as

well as general, goals of FLES instruction. Some of the topics we will hope to address include: teaching culture, incorporating subject content, integrating FLES classes with the general curriculum, introducing reading, creating communicative language use situations, evaluation of student performance, and developing listening skills. The editor invites contributions from all readers, in the form of articles, book or article reviews, and suggestions for topics or references, in the hope that a wide spectrum of approaches and issues can be addressed.

Suggested References:

- Asher, J. (1986). *Learning Another Language Through Actions: The Complete Teacher's Guidebook* (3rd ed.). Los Gatos, CA: Sky Oaks Publications.
- Garcia, R. (1985). *Instructor's Notebook: How to Apply TPR for Best Results*. (J. Asher, Ed.) Los Gatos, CA: Sky Oaks Productions.
- Krashen, S., & Terrell, T. (1983). *The Natural Approach. Language Acquisition in the Classroom*. San Francisco: Alemany Press.
- Met, M. (1984). Listening Comprehension and the Young Second Language Learner. *Foreign Language Annals*, 17(5), 519-523.
- Strasheim, L. (1981). Language is the Medium, Culture is the Message: Globalizing Foreign Languages. In M. Conner (Ed.), *A Global Approach to Foreign Language Education* (pp. 1-10) Skokie, IL: National Textbook.

Teaching Methods Editor: Carol Ann Pesola

Resources

The focus of this section is to inform readers about teaching materials available to FLES teachers. Because most teachers have access to commercially published texts and materials, we will concentrate on books, teaching aids, curriculum materials, and guides that are less readily available. We will include reviews of records, tapes, and videocassettes as well. However, to be truly useful, we will need help from you. Please send us copies of materials you think we should review or let us know where we can obtain them. If you have an original curriculum you have used effectively in your classroom, send it to us as well. We, the FLES teachers, can be our own best resources.

60 Chansons, 60 Musiques et 6 Nôels. (1978). Centurion Jeunesse. Paris: Editions du Centurion. Available through the French and Spanish Book Corporation. 610 Fifth Avenue, New York, NY 10020.

This delightful book is a collection of French children's songs and includes modern songs as well as traditional ones. You will find familiar and less familiar standards such as "Fais dodo, Colas, mon petit frère," "Mon Ane," "Ne pleure pas, Jeannette," some Brassens songs including "La cane de Jeanne," and charming contemporary songs such as "La Meulasse." Each song includes the music and is printed on a tear-out sheet. Songs that are also games are clearly explained. FLES teachers who are tired of teaching "Sur le point d'Avignon," will find a wealth of materials here and the certainty that they are transmitting authentic culture.

(continued on page 8)

Publicizing FLES

Two basic goals have been established for the Publicizing FLES section of the newsletter: 1) to provide readers with information about developing positive school and community support for early second language learning and 2) to provide readers with concrete information in support of early language learning from research studies, as well as from opinion-shaping quotations from educational and political leaders.

Districts currently operating successful elementary school programs are encouraged to share their experiences in this section. Among other things, readers will be interested in knowing what factors came together to get the program started, what individuals or groups of individuals provided the initial leadership, what activities involved the educational community as well as the community at large, and what part the foreign language program has played in shaping community opinion.

In this inaugural issue of FLES NEWS the Cincinnati experience may provide an idea or two for districts just beginning their programs and for well-established programs looking for other ideas.

Although the Cincinnati Public School District offers a wide variety of specialized "magnet" school programs, from creative and performing arts to physical education and computers, the foreign language magnet program is the largest, serving about one-quarter of the total magnet program enrollment. The fact that each year children learning two languages continue to score well above national averages in both reading and mathematics enhances the position of foreign languages among parents with school-age children.

In part, the established success of the K-5 programs in French, German, and Spanish led the district to consider expanding the number of languages available in the elementary school. Several language-specific task forces were established and charged with the preparation of program proposals. Each task force included members from the local educational, industrial, or business communities. In addition to a description of the program, each proposal contained a rationale for the program, the student needs to be addressed by the program, and a list of the sponsoring groups. Early in 1985 four proposals were selected, and the Academy of World Languages welcomed its first students that September, offering them Arabic, Chinese, Japanese, and Russian.

All parents of children new to a foreign language magnet receive an initial orientation prepared by principals and central office staff. In addition to the expectations of their child's individual school, parents learn:

- how learning another language enhances overall academic performance,
- how parents can assist their children, without being bilingual themselves,
- what techniques the foreign language teachers use to put the children at ease in the new language environment,
- what special features are included at the middle school level (including a travel/study experience to the native speaking environment),
- why it is important to make a K-12 commitment to language learning,
- what language fluency students may realistically achieve by grade 12.

In addition to this initial orientation for kindergarten and first grade parents, additional sessions are scheduled each year for upper elementary and middle school parents to reiterate the above and to answer specific questions about the transition from elementary to middle school or middle school to high school.

A newsletter, published by the central office four times a year, serves as an interschool link between students, parents, and teachers of each language. Students in fourth grade and older are encouraged to submit their work in the target language. Promoting a broader audience for student writing provides recognition for the author and added opportunities for success among readers at various grade levels. The Parent's Page of each issue contains articles related to current research, local student achievement, or special interest stories.

Another vehicle for bringing an international and intercultural awareness to the regular school curriculum has been the establishment of the International School Partnership Program. This program establishes a continuing interaction between schools in communities across national borders. The International School Partnership Program Committee includes business representatives, educators, and community members. Together they help plan and implement mutually beneficial exchanges of curriculum materials, art work, school newspapers, magazines, traditional products, and in some cases, students and teachers. The nature of each partnership is limited only by the imagination of the partners. This program is open to any school in the district. To date, 18 Cincinnati public schools are in some stage of contact with 27 foreign schools or agencies.

The Cincinnati Public School District continues to demonstrate its commitment to providing quality elementary school foreign language programs and to promoting an awareness of our participation in a world community. The combined efforts of business and community leaders, coupled with the positive attitudes of parents, the academic success of the students, and the dedication of teaching staff make a winning combination.

Publicizing FLES Editor: Carolyn Andrade

NAESP Resolution Supports FLES

On March 31, 1987, at its national convention in Orlando, Florida, the National Association of Elementary School Principals (NAESP) passed a resolution in support of the teaching of foreign languages in the elementary school. The resolution states:

NAESP believes that foreign language proficiency is important for students who will live in the twentieth-first century. NAESP therefore urges principals to consider the inclusion of instruction in a foreign language as a regular component of the school's instructional program.

The following rationale was given by NAESP in support of this resolution:

NAESP recognizes that today's students live in a nation characterized by ethnic and linguistic diversity—a diversity that is likely to continue and, perhaps, even increase in coming years. The growing economic interdependence of the United States and its trading partners requires that tomorrow's citizens be competitive in the world marketplace. The ability to express oneself in and to understand languages other than English contributes to success in that competition.

Conference Information

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information to be included in the newsletter to the appropriate Contributing Editor. Please include: conference dates, name of the organization, theme, location, address for further information, and date of session proposal deadline.

September 25-26, 1987: METHODS III, CONFERENCE ON MODERN LANGUAGE TEACHING. Cedar Falls, IA. Reinhold Bubser, Department of Modern Languages, University of Northern Iowa, Cedar Falls, IA 50614-0504.

October 16-19, 1987: ADVOCATES FOR LANGUAGE LEARNING (A.L.L.). Theme: "Learning Other Languages: A National Priority." Washington, DC. Jane Reeves, 611 McNeill Road, Silver Spring, MD 20910.

October 30-31, 1987: ANNUAL CONFERENCE FOR FOREIGN LANGUAGE TEACHERS. Youngstown, OH. Renee Linkhorn, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555.

November 18-25, 1987: AMERICAN COUNCIL FOR TEACHERS OF FOREIGN LANGUAGES. Theme: "New Challenges and Opportunities." Atlanta, GA. ACTFL, 579 Broadway, Hastings-on-Hudson, NY 10706.

November 18-25, 1987: SOUTHERN CONFERENCE ON LANGUAGE TEACHING. Atlanta, GA. James Gates, Spelman College, Atlanta, GA 30314.

December 27-30, 1987: MODERN LANGUAGE ASSOCIATION CONFERENCE. San Francisco, CA. MLA, 10 Astor Place, New York, NY 10003.

March 18-19, 1988: SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS & PRACTICAL APPLICATIONS. Chicago, IL. Dr. Rosemarie Benya, East Central University, Ada, OK 74820-6899.

Conferences Editor: Melanie Klutts

Immersion Methodology from page 2

teachers must have an excellent understanding of the subject matter since they have to spend so much preparation time devoted to materials development.

2. **Vocabulary Development.** The second category, which was frequently mentioned, was vocabulary development. Because students lack both basic and specialized vocabulary, immersion teachers must concentrate on systematic vocabulary development.
3. **Additional Instructional Techniques.** The third category of open-ended comments dealt with additional techniques that immersion teachers considered essential in subject matter teaching. Two themes emerged. First, immersion teachers need to provide more direction and structure to second language learners. This point has multiple pedagogical implications—from setting standard ritualized classroom routines to providing concrete and specific instructions for assignments. Secondly, the immersion teachers reiterated the need for extensive use of realia and visual presentations to connect and reinforce language to concrete referents, particularly in the lower grades. They emphasized hands-on involvement to incorporate as many sensory modes as possible.
4. **Culture.** The teaching of culture was the fourth category mentioned in the open-ended comments. Immersion teachers need to know the culture of the second language community and strive to integrate it into the curriculum.

5. **Personal Attributes.** Finally, many additional skills were listed that related to a set of personal attributes required of immersion teachers. They must be patient and flexible because lesson preparation and delivery often take more time. They must be comfortable being good actors since there are great demands for body language and pantomime. They must know the foreign language well and feel comfortable using it both for academic instruction and interpersonal interaction (including classroom management and discipline). Finally, they must have the desire and interest to create a classroom environment in which students feel comfortable using the foreign language for all communicative purposes.

The results of this study provide a vivid description of the varied strategies and techniques that immersion teachers incorporate into their instructional repertoire to make subject matter comprehensible. Immersion teaching involves much more than simply taking the standard school curriculum and teaching it in a foreign language. Pre-service and in-service training are required to adequately prepare teachers for the challenge of immersion teaching.

A more detailed discussion of the study is available in a handbook developed for prospective immersion teachers. If you are interested in obtaining a copy, please write to: Ann Snow, Center for Language Education and Research, 1100 Glendon Ave., Suite 1740, Los Angeles, CA 90024.

Dr. Marguerite Ann Snow

Dr. Snow is a member of the professional research staff at the Center for Language Education and Research at UCLA where she conducts research on second and foreign language education.

Research Editor: E. Statzner

Fullbright Teacher Exchange

The United States Information Agency has announced details of the 1988-89 Fulbright Teacher Exchange Program that involves a one-on-one exchange for foreign language teachers at the elementary, secondary, and postsecondary levels with teachers overseas. The 1988-89 overseas exchange programs will involve Argentina, Australia, Belgium/Luxembourg, Brazil, Canada, Colombia, Denmark, the Federal Republic of Germany, France, Iceland, the Netherlands, Norway, Panama, South Africa, Switzerland, and the United Kingdom.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1988, seminars will be held in Italy and the Netherlands.

The deadline for receipt of completed applications is October 15, 1987. For application and further information, contact:

Fulbright Teacher Exchange Program
E/ASX
United States Information Agency
301 Fourth St., S.W.
Washington, D.C. 20547
(202) 485-2555

Classroom Activity Suggested

Title: The Map

Objective: The students will demonstrate comprehension of directions and geographical locations and will ask and answer questions regarding where they are, where they are from, and where they go.

Materials: A large map of the target country—traced on the floor with masking tape or on a large sheet of plastic, such as a table cloth. Paper and markers for labels.

Procedure: Students make labels for cities and other places of interest in the target country. As a special project, they are encouraged to make castles out of milk cartons or shoe boxes; beach umbrellas for the beach areas; boats; mountains out of papier mâché; etc.

A student (or students) stands on the country and is instructed by the teacher or other students to move physically from one place to another.

The map can function as a visual for question/answer activities reviewing common phrases such as:

Where are you from?
Where do you live?
Where are you now?
Where do you work?
Where is ----- located?

Contributor: Marcela M. Gerber, Foreign Language Coordinator, The Hockaday School, 11600 Welch Road, P. O. Box 299000, Dallas, TX 75229-2999

Classroom Activities Editor: Donna Grundstad

National Survey from page 3

This should be kept in mind when evaluating foreign language instruction across the country. Even though one-fifth of elementary schools offered foreign languages, only 14% of that one-fifth (3% overall) offered a program in which the students were likely to attain some degree of communicative competence.

When are the classes taught? Despite the difficulty of fitting foreign language classes into the already crowded elementary school curriculum, the vast majority (89%) of elementary schools that offered foreign languages were indeed making room for foreign language study during the school day. The rest of the schools offered classes before or after regular school hours or on weekends.

What happens to these students when they leave the elementary school? An important component of any foreign language program is the long-range planning for continuation of instruction from elementary school through middle school and high school. However, 31% of elementary schools reported no plans for articulation at all. Students who had studied a foreign language in those elementary schools are placed in Level 1 foreign language classes along with students who have had no prior contact with the language. Forty-nine percent of the schools reported that students who had studied a foreign language in elementary school could enroll in more advanced classes (which may or may not have been designed to build on their prior experience).

What do principals and FLES teachers see as the major problems confronting foreign language instruction in their schools? The majority of public and private schools said that a shortage of funds was a serious obstacle. Other major problems mentioned were shortage of teachers, lack of quality materials, inadequate sequencing, lack of established curriculum, and inadequate in-service training. The problem of time in the school day, while not listed as a possible response option, was written in by numerous respondents. Many of these respondents called for more class time to teach foreign languages and for scheduling during regular school hours. Several commented that language instruction had to compete with other subjects and activities for students' attention and time.

The profile of FLES in the United States revealed by the survey shows that foreign language instruction in some form is currently being offered in just over one-fifth of the elementary schools. The majority of those classes are not aimed at overall fluency, but have as their goals a general exposure to language and the development of basic listening and speaking skills. Language classes are usually taught during the school day, but many schools have trouble scheduling the classes or allowing enough time in the already crowded curriculum. Further, schools have had trouble articulating their programs into already established middle and high school programs.

In addition, interest in starting up elementary language programs at schools not currently teaching language is widespread. Many schools, for a variety of reasons, are not able to develop a language program, although the actual number of programs has increased since 1981 when a comparable survey was conducted by the Center for Applied Linguistics.

Implications of the survey results for foreign language education at the elementary level are clear. Efforts to increase language learning by children can be strengthened in the following ways: (1) by improving articulation patterns for those schools that already offer foreign language classes in the early grades, (2) by encouraging the establishment of new programs, particularly those that aim at a high degree of proficiency, (3) by devising creative ways to fit language classes into the early grades, and (4) by addressing the major problems outlined by principals and teachers, including shortage of funding, lack of teachers, lack of quality materials, lack of established curriculum, and inadequate in-service training. Organizations such as NNELL can help coordinate the efforts to improve FLES teaching by providing a forum through this newsletter to present innovative ideas and offer solutions to common problems.

For additional information on the survey, including secondary school results, please write for a copy of *U.S. Foreign Language Instruction at the Elementary and Secondary School Levels: A Nationwide Profile*. Write to: CLEAR, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Nancy C. Rhodes and Rebecca Oxford, Center for Language Education and Research, Center for Applied Linguistics, Washington, DC

An updated list of total and partial immersion programs in the U.S. is now available. For a free copy, please write to:

Tara McCallum, Center for Language Education and Research, 1118 22nd St. NW, Washington, DC 20037

Resources from page 4

Suarez Weiss, P. *Reir, Jugar, Hablar*. (1987). New York: Gessler. 900 Broadway, New York, NY 10003-1291.

This is a short activity program for elementary and junior high school students. It covers a limited number of topics: colors, days of the week, months, meals (breakfast, lunch, dinner), and a birthday celebration. The vocabulary is reinforced through jingles and poems written by the author. The booklet contains games, puzzles, and activities that can be used as a supplement to your own curriculum. A 75-minute videotape accompanies the booklet.

Resources Editors: Myriam Chapman and Betsy Grob

NNELL Meeting Planned

The National Network for Early Language Learning (NNELL) will provide an opportunity for current and future FLES practitioners to share ideas, common problems, solutions, and strategies at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Atlanta, Georgia, November 18-25, 1987. The content of the session entitled "FLES Network Meeting: National Network for Early Language Learning" will be determined by the participants.

Marcia H. Rosenbusch, Editor
FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

NNELL Thanks Its Friends!

NNELL thanks its friends without whom the free distribution of this newsletter would not be possible:

Addison-Wesley Publishing Company
American Association of Teachers of French—FLES Commission
American Association of Teachers of German
American Association of Teachers of Spanish and Portuguese
Gessler Publishing Company
McGraw-Hill Publishing Company
Northeast Conference on the Teaching of Foreign Languages
Thank you!

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 2

Winter 1987-88

The Louisiana Report: Second Language Study Improves Basic Skills

One result of the current national outcry for excellence in education has been renewed public interest in foreign language instruction at the elementary level. Although most curricular specialists endorse foreign language instruction, some controversy exists as to when it should start, which children would benefit most, and whether the always limited resources of time and money would not be better allocated to instruction in basic skills.

Proponents of early instruction argue that the cognitive consequence of foreign language study may have a positive impact on basic skills acquisition. In theory, exposure to a second language at the elementary level increases a student's general cognitive level insofar as the student becomes aware that a word and the thing it represents are independent entities. This is thought to enable a student to reach a level of abstraction not otherwise so readily available (Lambert, 1981). General cognitive functioning, as well as exposure to parallel language systems, is often linked to increases in native language skills (Lambert, 1978).

The Louisiana study was designed to determine the impact of elementary foreign language programs on basic skills acquisition. Only school systems and grades that provided second language instruction for a total of 150 minutes/week (typically 30 minutes/day) were included. Subjects were 13,200 students in third, fourth, and fifth grades who had not been exposed to a foreign language in the home, had not repeated a grade in 1985, and whose 1984 and 1985 Louisiana Basic Skills Tests results (used to estimate academic talent) were available. In order to determine whether foreign language instruction had different effects on different subgroups of students, both foreign language (FL) and non-foreign language (NFL) groups were matched for race, sex, and grade level.

Results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests (see Figure 1). Foreign language study appears to increase the scores of boys as much as girls, and blacks as much as other races. This finding supports the notion that, beginning as early as the third grade, second language study facilitates the acquisition of English language skills.

Although FL students at all the grade levels in the analysis showed higher scores than NFL students on language arts, the

advantage was more than doubled for FL students in the fifth grade. Third and fourth grade FL students, however, also showed a significant overall advantage over NFL students. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study.

Acquisition of basic math skills is more difficult to interpret. Overall, there was neither a significant advantage nor disadvantage for FL students on the Basic Skills math sections. Once again, the results show that students of different races and sexes responded in much the same way as far as foreign language study was concerned. There was, however, a significant difference in FL and NFL students with respect to grade level. That is, FL and NFL students performed differently depending on which grade was tested. Fourth grade FL students showed some disadvantage compared with NFL students, but by fifth grade FL students were performing better than NFL students.

Continued on page 4

NNELL Thanks Its Friends

NNELL thanks its friends who made possible the distribution of the first two issues of this newsletter free of charge:

Addison-Wesley Publishing Company
American Association of Teachers of French-FLES
Commission
American Association of Teachers of German
American Association of Teachers of Spanish and
Portuguese
Gessler Publishing Company
Massachusetts Foreign Language Association
McGraw-Hill Publishing Company
Northeast Conference on the Teaching of Foreign
Languages
Ohio Foreign Language Association
Wellesley College

Thank you!

Teaching Language Through Content—Creative Ideas for the Teacher

Myriam Chapman, Bank Street School for Children
Betsy Grob, Little Red Schoolhouse
Mari Haas, Bank Street Summer Language Institute
New York City

What better way is there to teach a second language than to integrate the core curriculum into the language class? Why not teach math concepts in the French class? Or teach geography facts in the German class? Krashen and Terrell (1983) say that language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. In content-based instruction, content areas from the core curriculum are integrated and reinforced in the second language class.

Social studies, science, geography, and math are subject areas that can successfully be reinforced in the second language. The neighborhood is a topic in the social studies curriculum for seven-year-olds. The second language teacher can reinforce concepts and introduce vocabulary that support and enrich the study of this topic. A trip around the block to look at the cars on the street or fruits in the market can be the starting point for teaching vocabulary for colors and numbers. Shapes can be taught by looking at buildings, windows, doors, wheels on baby strollers, and tires on cars. These concepts can be brought back into the room by drawing pictures and writing a simple book about them, painting a mural, graphing the information, and talking about them in the target language. The curriculum can also be expanded and a cultural element added by comparing and contrasting neighborhoods in other parts of the world.

Science also lends itself to content-based instruction. When nine-year-olds are studying the pond environment, the second language class can parallel and enlarge upon this study by introducing vocabulary related to pond life, animals, and birds. The vocabulary can be classified, dramatized, graphed, and a pond environment can be built and talked about in the target language.

When thirteen-year-olds study geography, the concepts introduced in the geography class can be used to teach about the countries where the target language is spoken: France or French-speaking Africa, Puerto Rico, or Germany. Vocabulary for directions (north, south, east, and west) and land forms (continent, island, mountain, etc.) can also be learned in the target language. Students can manipulate puzzles, build plasticene models, and do fantasy travel to the country.

Content-based instruction provides a solution to the problem of taking time away from the core curriculum. Since "specials" are usually added on to the core curriculum, the elementary school teacher often feels intruded upon when yet another specialist comes into the room. With content-based instruction, however, the language teacher works in partnership with the classroom teacher, enriching and adding a multicultural dimension to the curriculum. Paintings, stories, songs, and games in the second language have a place in the classroom because they relate to the ongoing classroom curriculum.

As in any new situation, language teachers need to spend time educating supervisors and principals about the value of content-based instruction. When administrators are convinced of the importance of this method of teaching the second language, they may want to find ways of providing longer periods of time for language instruction.

The job of creating a content-based curriculum with appropriate materials falls to the second language teacher. As yet there is no book to tell teachers how to go about this task. Teachers need to be creative and innovative. In order to prepare a content-based second language curriculum the teacher has three basic tasks: (1) to establish a relationship with the core teacher, (2) to choose areas in the curriculum for use in the language class, and (3) to create curricula that are developmentally appropriate for children.

Observing the core classroom might be a first step in establishing a relationship with the core teacher. It is important to talk to the teacher, to find out about the curriculum content, and to share your ideas with him or her. Start with a topic in the curriculum that you feel comfortable with and "plug" into that, or start with something that the teacher feels passionate about.

If you do not feel comfortable with any part of the curriculum of the core classroom, you may want to find a specialized area that interests you more. Classes such as art, music, and physical education lend themselves very well to second language instruction. Get to know the teachers of these subject areas to see if there is a possibility for a cooperative effort. Team efforts don't necessarily have to last the entire year. A joint curriculum that lasts one month may be the best way to start.

Continued on page 6

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Melanie Klutts, Richardson ISD, 563 Blanning Dr., Dallas, TX 75218; *Funding information and new legislation* Kurt Muller, National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY 10038; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

The first two issues of the newsletter have been distributed free of charge thanks to generous contributions from Addison-Wesley Publishing Co., American Association of Teachers of French-FLES Commission, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, Gessler Publishing Co., Massachusetts Foreign Language Association, McGraw-Hill Publishing Co., Northeast Conference on the Teaching of Foreign Languages, Ohio Foreign Language Association, Wellesley College, and various individual contributors.

Subscription rates are \$8/year, starting with the 1988-89 year. (Send in your check by March 1988 and you will receive the spring 1988 issue free.) Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Notes from the Chair

We have been pleasantly overwhelmed during the past few months by your letters and requests to be put on our mailing list. We now have over 1,800 on our list and it's growing every day. There is certainly a tremendous interest in early language learning from all over the country—requests are coming in not only from elementary teachers but from middle and high school teachers, university professors, administrators, and parents. Please help us serve your needs by keeping us informed of your interests and the types of articles you'd like to see included in *FLES NEWS*.

From what we've heard, our readers have been involved in a variety of networking activities since NNELL was formed less than a year ago. Many FLES practitioners participated in the Advocates for Language Learning Conference in Washington, DC, in October, while others have been organizing FLES swap shops and networking sessions at local, state, and national foreign language conferences. Still others are writing articles for national magazines and journals. Keep up the good work and do keep us informed of your activities.

Nancy C. Rhodes

Letter from a Reader

Dear NNELL:

I am about to become a father for the first time and I happen to speak four languages: English, French, Creole, and Spanish.

My perplexity lies from what I have been hearing about children in the U.S. that are introduced to more than one language. (I've heard that) children whose households speak other languages lag in school, get low reading scores, and are usually placed in special learning classes. How true is this in the U.S.?

I am disturbed by these sayings. Whereas in Africa, my ancestors' home, the majority of the people speak more than one language and yet their ingenuity thrives.

Please send me as much information as possible.

Roland Solomon, Brooklyn, New York

Dear Mr. Solomon:

We were delighted to receive your letter because your concerns are exactly what we hope to address in this newsletter.

Please be assured that what you have learned from your experience growing up in a bilingual country is exactly correct. Bilingualism does have a positive effect on intellectual growth. In fact, learning a second language at an early age actually enriches and enhances a child's mental development.

Since the United States has traditionally not thought of itself as a multilingual nation, we are only gradually coming to realize the extraordinary benefits of bilingualism. As non-native English speaking children learn English in our schools, we are encouraging English speakers to study other languages and cultures. Our goal is to develop a language competent society. We want to be able to communicate with others from around the world without depending on them to speak our language or to translate for us.

For more information on the benefits of bilingualism, we recommend the book, *Mirror of Language: The Debate on Bilingualism*, by Kenji Hakuta (Basic Books: New York, 1986), which discusses the positive correlation between bilingualism and intelligence. Also, the Center for Applied Linguistics has available a one-page handout, *Benefits of Being Bilingual*, as well as *Useful Resources for Immersion and FLES*

Programs, (both available from: John Karl, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037).

Congratulations on your soon-to-be-fatherhood. May your child be as quadrilingual as you are!

Sincerely,
NNELL

News from Washington

Jamie B. Draper, JNCL / NCLIS*

The year 1987 has been a busy one for Congress, and the language and international studies field has been getting its share of attention. There are over fifty pieces of legislation pending before Congress dealing with issues in this field.

An example of this legislation is the Senate version of an omnibus education bill. This bill, S373, includes reauthorization of Title II of the Education for Economic Security Act (for math, science, and foreign language instruction) through which states would receive matching funds for elementary and secondary language programs. Authorization levels for such funding would be \$22 million for 1989, increasing to \$25 million in 1993. Additionally, \$1 million would be authorized for the creation of Presidential awards for 104 foreign language teachers: one elementary and one secondary teacher from each state, the District of Columbia, and the Commonwealth of Puerto Rico. A "Star Schools" program, which would establish telecommunications networks for the teaching of math, science, and foreign languages, would be authorized at \$100 million.

This bill did pass in the Senate on December 1, 1987, by a vote of 97 to 1. In order to be put into effect, the bill must now be funded through appropriations. We are optimistic that funding will be approved and increased support for language instruction at the federal level will become a reality during 1988. For more information on language legislation, contact: JNCL/NCLIS, 20 F Street NW, Washington, DC 20001; (202)783-2211.

*Joint National Committee for Languages/National Council for Languages and International Studies

Funding Information and New Legislation
Editor: Kurt Muller

Classics Teachers Form FLES Committee

The Executive Committee of The American Classical League is pleased to welcome the Elementary Teachers of Classics as an *ad hoc* committee of The American Classical League.

The Elementary Teachers of Classics has been formed:

- to nurture and support the teaching of classics at the elementary level;
- to provide a forum for intellectual stimulation, dialogue, and development;
- to foster collegial collaboration among educators at all levels;
- to participate in and sponsor conferences and seminars;
- to disseminate teaching materials appropriate to elementary curricula.

To become a charter member of the Elementary Teachers of Classics, please write to: **The American Classical League, Miami University, Oxford, OH 45056.**

Activities for Your Classroom

Title: At the Clothing Store

Objective: To identify items of clothing by price or description.

Materials: Blackboard, bulletin board, or flannel board; construction paper or flannel board frame for a "store window"; doll clothing, flannel board clothing, or paper doll clothing; and price tags to place next to clothing in the window.

Procedure: The teacher asks questions about the visuals, for example, How much is the yellow dress? Or Which item costs \$10? The teacher then directs the students to ask and answer similar questions. The students can also role-play as the clerk and the customer, asking and answering questions. This activity can be expanded to include metric sizes or prices expressed in the foreign currency.

Contributor: Kendall Burns
North Polk High School
Alleman, IA 50007

Title: White Elephant Sales

Objective: To comprehend large numbers by bidding on items and paying for items bought and to become aware of similarities and differences in the money systems of the U.S. and the target culture.

Materials: Envelopes of play money representing currency in the target culture (amounts according to numbers students have learned); "white elephant" items brought in by students; and a container for items (sack or box).

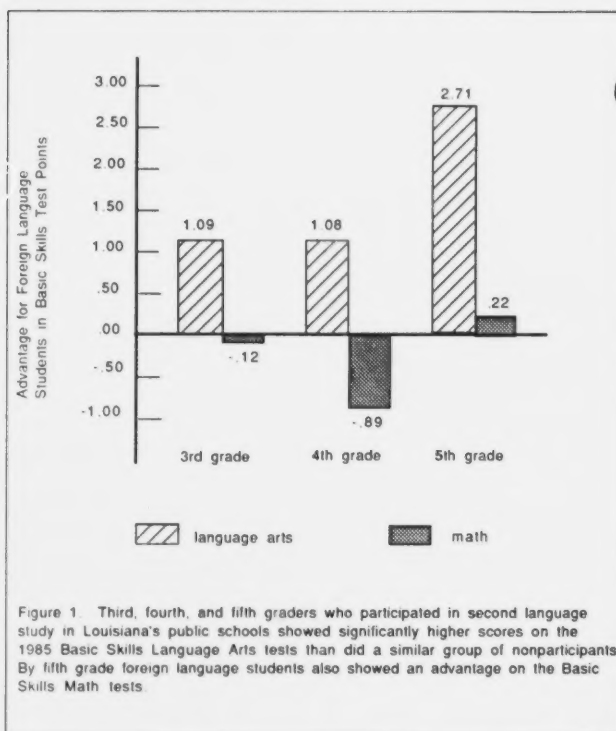
Procedure: All items brought by the students are placed in a sack or box. Students do not know for which item they are bidding. They only see the item after all bidding on the item is complete. The teacher calls out bids, for example, starting with 500 and going up by 100's until there are no more bids. The teacher then goes back to the last 100 and raises the bid more slowly. Students raise their hands as long as they are willing to keep bidding on the item. The student who wins the bid will use play money to pay for the object, which is his or hers to keep.

Contributor: Neva Christensen
Iowa City Community School District
Iowa City, IA 52240

Classroom Activities Editor: Donna Grundstad

Louisiana Report from page 1

The most significant predictor of success on the 1985 Basic Skills mathematics sections was the previous year's (1984) Basic Skills language scores. Insofar as FL study is related to increases in language scores, and the language scores predict math scores, one would expect that FL study would eventually help raise math scores. Some explanation on this order may



account for the turnaround for FL students in math at the fifth grade.

Results of this study confirm what educators have been speculating about for years—foreign language study at the elementary school level improves students' abilities in English language arts. Although results are not conclusive for the influence of foreign language on math skills, by the end of fifth grade foreign language students were outperforming their non-foreign-language peers in math skills as well as in English skills.

References

Lambert, W. E. (1978). Some cognitive and sociocultural consequences of being bilingual. In J. E. Alatis (Ed.), *International Dimensions of Bilingual Education*. Washington, DC: Georgetown University Press.

Lambert, W. E. (1981). Bilingualism and language acquisition. H. Winitz (Ed.), *Language and Foreign Language Acquisition* (pp. 9-22). New York: New York Academy of Sciences.

This article is based on a 1986 report prepared by Eileen A. Rafferty, Bureau of Accountability, Office of Research and Development, Louisiana Department of Education. Copies of the complete report can be obtained by writing to: Perry M. Waguespack, Acting Director, Foreign Languages, Louisiana Department of Education, Post Office Box 94064, Baton Rouge, LA 70804-9064.

Research Editor: E. Statzner

Conference Sessions: Tips for the First-Time Presenter

Carol Ann Pesola

University of Minnesota/Concordia College, Moorhead, MN

Many classroom teachers feel that presenters at conferences are always "someone else," people with more time, more experience, and more expertise. In fact, well-organized presentations by classroom teachers are the most popular sessions at conferences because they tend to be practical and immediately useful. If elementary school foreign language programs are to thrive, teachers need to share their ideas about teaching and demonstrate the success and importance of their programs. Classroom teachers who have never presented before are needed to propose sessions at state, regional, and national conferences.

The first step is understanding how conference programs are developed. Although major speakers, such as keynote and general sessions speakers, are invited by the program committee and usually paid for their services, it is rare for a special invitation to be issued to speakers for the individual, small-group sessions at any conference. In most cases presenters have submitted session proposals, usually on a form designed specifically for each conference. These forms are often available at the conference itself for the next year's program, or they may be requested from the program chair or from officers of the organization. Deadlines for submitting proposals range from six to ten months in advance of the conferences.

Typically a program form will request the following information: title of presentation; name, school affiliation, address, and telephone for all who are presenting; abstract or brief description of session content; intended audience for the session; proposed length of session; and audio-visual equipment required.

The best-received sessions are usually those that are *presented* rather than *read*. Like the teacher in the classroom, the presenter who is sharing information from a well-planned outline rather than reading or reciting a word-for-word script is both more effective and more credible. Other guidelines for teaching also apply to planning a conference session:

- 1) Present something you know well and are enthusiastic about. The list of possible topics is endless: a technique that has worked very well for you, an approach to language skills or culture, a way of using unusual materials or of using familiar materials in a new way, a class project you are excited about, or a successful method for encouraging parent interest.

- 2) Demonstrate your technique, don't just talk about it! The audience in your session will enjoy becoming your class for a few minutes and they are likely to remember an idea longer if they have experienced it.

- 3) Use visuals liberally and make them of the highest quality possible. Teachers like to see the materials you actually teach with, the work your students produce, and slides or videotapes of class activities. Any or all of these can help put your point across. Choose slides and videotapes carefully; if you are uncertain about the quality of a slide or a segment of videotape, leave it out.

- 4) Overhead transparencies are very useful for reinforcing your main points. Be sure that the print is large enough, and that you limit the amount of information on each transparency. The primary typewriter produces copy that is a good size (2xPica) for transparencies. If you must use a regular typewriter to print your information, find a copying machine that enlarges the print size. Some microcomputer programs can also produce effective masters for transparencies. When you letter

Continued on page 7

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1988 Conferences

February 25-27: Southeast Conference on Foreign Languages and Literatures. Ruth M. Mésavage, Rollins College, Box 2616, Winter Park, FL 32789.

March 18-19: Third International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications. Chicago, IL. Rosemary Benya, East Central University, Ada, OK 74820-6899.

April 7-10: Northeast Conference on the Teaching of Foreign Languages. New York, NY. Richard Williamson, Northeast Conference, Box 623, Middlebury, VT 05753.

April 13-16: Central States Conference on the Teaching of Foreign Languages (in conjunction with the Southwest Conference on the Teaching of Foreign Languages). Denver, CO. Gerard Ervin, Slavic Dept., 232 Cunz Hall, Ohio State University, Columbus, OH 43210.

May 6-7: Pacific Northwest Council on Foreign Languages. Eugene, OR. Dianne W. Hart, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

FLES Training Workshops, Summer 1988

Summer opportunities for specialized training for FLES teachers are listed with the contact person from whom application information can be requested. For publication in the spring issue, send international, national, and regional training opportunities to the Conferences Editor.

June 30-July 30: Third Annual Summer Language Institute. New York, NY. Mari Haas, Bank Street Graduate School of Education, Summer Language Institute, 610 West 112th Street, New York, NY 10025. (212) 865-5382. Session includes two weeks travel in France or Mexico. Session also available June 30-July 15 without travel.

July 12-29: National FLES Institute. Catonsville, MD. Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County, Department of Modern Languages, Catonsville, MD 21228. (301) 455-2109. Application deadline: March 31, 1988.

Conferences Editor: Melanie Klutts

Resources for Your Classroom

Bébémax, Minimax, Kilimax, Animax, Maximax. (1987). Paris: L'Ecole des Loisirs. Available through Dorothy Guellac, P. O. Box 362, 4 Wolf Road, Croton-on-Hudson, NY 10520.

This French language book club for children sends books to subscribers from the well-known children's publishing house, L'Ecole des Loisirs. Some of the books are classic English titles translated into French such as the book for very young children, "Le coucher de Max," by Rosemary Wells, but other books are French titles. There is even a collection of Chekhov stories for older children. The books are sent air mail direct from Paris. Sample prices are: \$46.00 for seven books for the Bébémax set (toddlers through kindergarten age) and \$54.00 for a set of eight books for the older children. This book club is recommended for parents who want to help their children improve their French language skills, but we think the books can be a valuable addition to any classroom library.

Lipton, G. C. (1988). *Practical Handbook to Elementary Foreign Language Programs*. Chicago: National Textbook Company. 4255 West Touhy Avenue, Lincolnville (Chicago), IL 60646-1975.

This handbook is an extremely thorough guide to foreign language programs in the elementary school. A glance at the table of contents reveals the breadth of the book: What is FLES?; Why FLES?; Goals and Objectives; How to Organize Programs; What is the Content of FLES?; Teaching the Four Skills and Culture; Methods of Teaching Foreign Languages in the Elementary Schools; Evaluation; Selection of Materials; and How to Get Publicity for Your Program.

This guide discusses the role of parents in a foreign language program, teacher training and recruitment, how to develop strategies for teaching gifted and less motivated students, and how to develop and obtain evaluation and assessments. Four appendices are included: a sample lesson each for FLES, FLEX, and immersion programs, games for the classroom, sample programs, and a selected bibliography.

The chapter entitled "Why FLES?" will be especially useful for teachers who may need to convince parents and administrators of the value of teaching foreign languages at the elementary level. New teachers will find definitions of the latest methodologies and how to apply them. Experienced teachers will have a source book that covers a wide range of topics. The text is always informative and practical. The author favors an eclectic approach to teaching which draws on the experience of the past as well as the discoveries of the present.

Resources Editors: Myriam Chapman and Betsy Grob

Publisher Announces Foreign Language Initiative

Addison-Wesley Publishing Company announces a new Foreign Language publishing initiative that will target the development of skill-focused materials to complement or serve as alternatives to existing K-12 foreign language materials in French, Spanish, German, Italian, and Latin. This initiative, from planning to development and publication of materials, is being undertaken in consultation with Dr. Myriam Met, Foreign Language Coordinator K-12 for the Montgomery County (Maryland) Public Schools.

The new Addison-Wesley materials will address the needs of beginning, intermediate, and advanced learners, and will stress the development of students' foreign language proficiency in listening, speaking, reading, writing, and cultural awareness. In addition, the new product line will strive to incorporate higher-order thinking skills and teach language learning strategies. To the fullest extent possible, the materials will also be flexible, motivating students, and integrated with the culture of the target language.

Addison-Wesley recognizes that there are many foreign language professionals who have ideas for materials or who have already developed high-quality materials which, if published, would be welcomed by their colleagues. If you are interested in taking part in this project, write to the following address for a complete description of the criteria for materials and the guidelines for submitting a proposal: **Lise Ragan, Executive Editor, World Language Division, Addison-Wesley Publishing Company, Reading, MA 01867.**

Language through Content from page 2

All of us who work with children know that five-year-olds learn differently from nine-year-olds. In order to teach children effectively, it is important to keep in mind how they learn at different stages. Younger children, for example, are very concrete and learn by doing; older children can think in more abstract terms. The curriculum must reflect these differences.

At Bank Street School for Children and the Little Red Schoolhouse the focus of our work is on educating the whole child in ways that are appropriate to that child's development. Content-based second language instruction has been very successful in our own teaching. Even though it takes time and planning, this approach opens a whole new way of teaching second languages to children. Content-based instruction can be an exciting and rewarding experience for the children. It makes second language learning a partner with the other subject areas.

References

Krashen, S. and Terrell, T. (1983). *The Natural Approach*. Hayward, CA: Alemany Press.

Teaching Methods Editor: Carol Ann Pesola

Conference Presentation from page 5

transparencies by hand, use lined paper as a guide and use colors liberally. If there is a cartoon that seasons what you have to say, enlarge it before you use it as a transparency master. If your district has an audiovisual coordinator, s/he might help you prepare your transparencies.

5) Your audience will thank you if you enable them to use your idea themselves, rather than just telling them how it worked for you. This involves the extra step of giving complete directions, background information, contact information, bibliographies, modeling of the technique of the process, or whatever assistance or experiences are suggested by your topic.

6) Handouts are an important means of helping your audience to get the most out of your presentation. Consider duplicating your outline or key information so the audience can listen carefully to what you have to say instead of scrambling to take notes. Sample activities, directions, materials lists, and bibliographies are other useful handout possibilities. Many seasoned conference-goers count any presentation as a good one if the handouts are numerous and useful. Ask the program chairperson how many handouts you should expect to bring for your session. Put your name and school on all your handouts and include an address and a phone number if you are willing to be contacted after the conference.

7) Plan for changes of pace and focus even in a one-hour session. Give your listeners a chance to participate in your demonstration, to exchange ideas with a partner, or to contribute to the development of your presentation through a brainstorming exercise. If possible, plan five to ten minutes at the end of the session for audience questions and sharing.

8) As soon as you arrive at the conference, check the room scheduled for your session so you know what special challenges or opportunities it might present. Find out whom to contact if you have problems with equipment or the physical surroundings during your session and how to reach them quickly. Arrive at your session well before it is scheduled, so you don't have to rush to get ready at the last minute. You may have to wait until another session ends before yours can begin; if so, have friends

and colleagues on hand who can help you get organized quickly. Check all your audiovisual equipment before the session begins and be sure projectors are focused and tapes are wound to the exact point at which you want them to play.

9) Don't be distressed if a few people leave during your presentation. This happens in every session for a variety of reasons, most of which have nothing to do with the presenter. Some people always try to attend at least two sessions at every time slot and they will leave no matter how good your session is. Others have meetings to attend or preparations to make for their own presentation. A few individuals will leave any session immediately after they receive the handouts. For this reason it is often a good idea to wait to distribute handouts as they are needed or to announce that they will be available at the end of the presentation.

10) Enjoy your session! You have an interesting topic, it is well prepared, and everyone in the room is there because they want to hear what you have to say. The faces of adults don't always reflect their interest, especially early or late in the day, so pick out one or two responsive participants and draw your encouragement and energy from them.

The rewards of making a conference presentation can be numerous and very satisfying. Most important, you will make a connection with colleagues who have interests similar to yours as you contribute to the vital process of sharing and networking. You will find that presenting at a conference is much like teaching a class; you will have the same good feelings when things have gone well. You will discover, and demonstrate, that good ideas deserve to be shared. You may also find that your presentation results in higher visibility and greater appreciation for your program within your school and in positive attention from your administration. You will learn from experience that good conference programs are not the work of "someone else," but of people like you, who take the time and make the extra effort to share.

SUBSCRIBE NOW! Get the Early Bird Special...Send in your money now for a 1988-89 subscription and you get four issues instead of three (Spring '88 issue will be included free).

Subscription Coupon (1988-89)

FLES NEWS, National Network for Early Language Learning (NNELL)

___ Please send me a one-year subscription to *FLES NEWS*. I am enclosing my check for \$8.00. (Make checks payable to NNELL)

Name: _____

Title or Grade Level: _____

School or Affiliation: _____

Mailing address: _____

City, State: _____ Zip: _____

Mail check and this coupon to: Gladys Lipton, Treasurer, National Network for Early Language Learning
P. O. Box 4982, Silver Spring, MD 20904

ERIC: A Valuable Source of Information

What is ERIC?

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) operated by the Center for Applied Linguistics, is one of a nationwide network of 16 clearinghouses funded by the U.S. Department of Education that constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to the public.

ERIC/CLL collects and disseminates information in the following areas: foreign language education (for both commonly and uncommonly taught languages), psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, and intercultural communication.

ERIC/CLL is actively seeking developed-teacher classroom materials, curriculum guides, masters' theses, and research reports to consider for inclusion in the ERIC data base. Please submit any relevant materials you or your school district may have to the ERIC/CLL address in the next column.

The following ERIC resources are available on FLES:

Foreign Language in the Elementary School: State of the Art, by Linda Schinke-Llano, available from Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Hill Dr., West Nyack, NY 10994 (1985, 133 p., \$9.33).

Q&A Fact Sheets (4 pages each; free)

- *Foreign Language Learning and Children: The Parental Role*
- *Foreign Language Immersion Programs*
- *Teaching Foreign Language with Realia*

ERIC Digests (2 pages each; free)

- *Exploratory Foreign Language Courses in the Middle or Junior High School*
- *Personal Benefits of Foreign Language Study*

Ready-Made Computer Searches of ERIC Data Base (\$10 each)

- *FLES Programs and Materials* (33 pages, 103 citations)
- *Foreign Language Immersion Programs* (28 pages, 89 citations)

Send your order, including a self-addressed stamped (37¢) envelope for every 5 free items requested, to: **Bill Code, ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037.** (Envelope not necessary when ordering computer searches.)

Marcia H. Rosenbusch, Editor
FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 3

Spring 1988

State Involvement in FLES Increases

Margaret Clark
Assistant Professor of French and Secondary Education
University of Arkansas
Fayetteville, Arkansas

The number of elementary school foreign language programs in this nation has increased during the last decade. The desire to add FLES programs to the curriculum appears to have been influenced in part by the publication of the report, *A Nation at Risk: The Imperative for Educational Reform* (1983), which suggested that foreign language study for proficiency outcomes begin in the elementary grades. As the number of FLES programs has grown, so has interest in discovering to what extent state legislatures and departments of education are supporting the fledgling FLES programs.

This article reports on data obtained from a survey on state involvement in FLES. For this project, questionnaires went to the 1987 state foreign language supervisors represented in the National Council of State Supervisors of Foreign Languages. Responses came from 49 states, the District of Columbia, and American Samoa. The focus of this report is on state mandates, funding, FLES teacher preparation programs, and certification requirements.

State Mandates

Five states reported having a state law or regulation mandating the inclusion of foreign languages in elementary schools in grades K-6. The strongest regulation is found in the law of **North Carolina**, which became effective in August 1987. This law mandates that by 1993 every child take a second language in grades K-5 and that school systems provide a program in at least one second language for all students in K-12.

In **Louisiana**, an articulated foreign language program in grades 4-6 (30 minutes daily) is required for academically able students and is optional for all others. "An academically able student is one who is functioning at grade level. . . ." Implementation of this program started in grade 4 in 1985-1986 and was scheduled to extend upward at least one grade each year.

Continued on page 4

NNELL Thanks Its Friends

NNELL thanks its friends who made possible the distribution of the first issues of this newsletter free of charge:

Addison-Wesley Publishing Company
American Association of Teachers of French-
FLES Commission
American Association of Teachers of German
American Association of Teachers of Spanish
and Portuguese
Gessler Publishing Company
Massachusetts Foreign Language Association
McGraw-Hill Publishing Company
Northeast Conference on the Teaching of
Foreign Languages
Ohio Foreign Language Association
Wellesley College

Thank you!

Wingspread Initiates FLES Dialogue

Notes from NNELL Chair Nancy C. Rhodes

The Johnson Foundation hosted a two-day consultation in early February at their Wingspread conference center in Racine, Wisconsin. The purposes of the meeting were to explore issues in elementary school foreign language instruction and to consider the possibility of a national project to set forth guidelines for policy and practice in the field.

The Wingspread meeting brought together 29 leaders in the foreign language field including teachers, administrators, researchers, and foreign language organization representatives as well as national education association officers and Wingspread executives.

The Johnson Foundation, which has closely followed educational reforms during the last decade, is concerned that most U.S. students do not study a second language and that of those who do, most do not develop facility in the language

Continued on page 5

CLEAR Searches for Materials

CLEAR wants your teaching materials! The Center for Language Education and Research (CLEAR) at the Center for Applied Linguistics is conducting a search of specific foreign language materials, curricula, and programs in the more commonly taught languages (French, German, and Spanish) and in some of the less commonly taught languages (Arabic, Chinese, Japanese, and Russian) at the K-12 level. Their goal is to assist the networking of various school districts across the country and to provide information for language educators in new and established programs.

Specific areas covered include (1) FLES, FLEX, and immersion materials, curricula, and programs; and (2) specialized materials for integrating foreign language and content, i.e., content-based language materials (science materials in French, math in German, etc.).

The materials received from educators, schools, and publishers are annotated and listed in the CLEAR data base. The materials themselves are kept in the CLEAR Materials Center for reference and, with the author's permission, are also submitted to the ERIC Clearinghouse on Languages and Linguistics.

If you or your school district have materials or curricula that fit the scope areas, please send a copy to CLEAR for inclusion in the data base.

Periodically, computerized searches are made for various languages and content areas. These *Annotated Bibliographies of Foreign Language Materials* are available upon request. Currently, searches are available in Chinese, French, German, Spanish, and Native Spanish at the elementary level. The content areas included are Health/Science, Social Studies/History, Math, Language Arts/Second Language, and Music/Art/PE. To request a search, please write to the address listed below and indicate the language, level, and content area(s) you wish to receive. Please send your request by June 30, 1988, and include your summer mailing address.

Send materials and requests for searches to **Karen Willetts, CLEAR, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.**

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Melanie Klutts, Richardson ISD, 563 Blanning Dr., Dallas, TX 75218; *Funding information and new legislation* Kurt Muller, National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY 10038; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1988 Conferences

May 6-7: Pacific Northwest Council on Foreign Languages. Eugene, OR. Dianne W. Hart, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

August 19-23: American Association of Teachers of Spanish and Portuguese. Denver, CO. AATSP, P. O. Box 6349, Mississippi State, MS 39762-6349.

FLES Training Workshops, Summer 1988

Summer opportunities for specialized training for FLES teachers are listed with the contact person from whom application information can be requested.

June 6-July 1: Methods for Foreign Languages in the Elementary School. Moorhead, MN. Carol Ann Pesola, Director. For application forms contact: Office of Admissions, Concordia College, Moorhead, MN 56560.

June 30-July 30: Third Annual Summer Language Institute. New York, NY. Mari Haas, Bank Street Graduate School of Education, Summer Language Institute, 610 West 112th Street, New York, NY 10025. (212) 865-5382. Session includes two weeks travel in France or Mexico. Session also available June 30-July 15 without travel.

July 11-14: Foreign Language in the Elementary Schools. Ashland, OR. Lauren Schaffer, Instructor. For application forms contact: Division of Continuing Education, Southern Oregon State College, Ashland, OR 97520. Preregistration is required by July 1, 1988.

July 12-29: FLES Institute. Catonsville, MD. Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County, Department of Modern Languages, Catonsville, MD 21228. (301) 455-2109.

Conferences Editor: Melanie Klutts

The first issues of the newsletter were distributed free of charge thanks to generous contributions from Addison-Wesley Publishing Co., American Association of Teachers of French-FLES Commission, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, Gessler Publishing Co., Massachusetts Foreign Language Association, McGraw-Hill Publishing Co., Northeast Conference on the Teaching of Foreign Languages, Ohio Foreign Language Association, Wellesley College, and various individual contributors.

Subscription rates are \$8/year, starting with the 1988-89 year. Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue-May 1; winter issue-Nov. 1; spring issue-Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Speak Out for FLES!

Including FLES, FLEX, and Immersion

Gladys C. Lipton, University of Maryland,
Baltimore County, Maryland

If you have a strong conviction that FLES is important in children's lives, then you should learn how to "go public" and tell the FLES story. Although many people believe in the teaching of foreign languages to children, few people know how to communicate information, facts, and support, and even fewer have the inclination to speak out in public.

The thrust of this article is to point out ways to communicate your convictions. To sit idly by while policymakers, school board members, and others make decisions that are not always based on the complete picture can be extremely frustrating. To speak out, contributing to more informed decision making, can be highly satisfying, even when the decision may not conform to your convictions. At least you made the effort! At least you gave some input that may not have been available elsewhere!

The "where" of speaking out is often dictated by the particular locality. It may be at a meeting of the local PTA, the district school board, the county council, a citizen's forum, or a taxpayers' meeting. No matter where the setting, you should be ready to communicate your ideas.

The "what" of speaking out is determined by a number of local issues. It may be based on a study committee's investigations of whether or not to initiate a FLES program. It may be providing specific facts and figures of programs throughout the state. It may be reporting the results of a parent survey. It may be responding to specific questions about the value of early study of a foreign language.

Presentation Guidelines

1. *Do your homework.* Listen, read, absorb the facts, learn as much as you can about the specific topics under discussion.
2. *Be fair.* Even if you are completely convinced that your point of view is paramount, you have greater credibility if you present all points of view, including opposing opinions. This is an opportunity to show that you have grasped the entire picture, not just a small area.
3. *Be honest.* When you do not know something, admit it. If you have failed to get some needed information, admit it. There is no point in trying to talk your way out of a situation of this type. Of course, if time permits, you should be the person who will bring back the needed information.
4. *Be enthusiastic.* Half the battle in convincing others is showing how enthusiastic you are about a particular topic. Show your enthusiasm in your voice (it should be loud enough to be heard), in your gestures and body language, in your visuals (if you need them to present facts and figures), and in your total charm and personality.
5. *Remind your audience about some of the problems and the cautions that must be part of the planning process.* This aspect need not be completely negative. It is, however, part of your efforts to be fair and honest so that the children have the most outstanding type of program of foreign language instruction. Merely jumping on a popular bandwagon will not ensure excellence!

To illustrate an exemplary way of speaking out about FLES, I have included part of a paper written by one of my teacher-participants in a recent FLES methods course at the university. The assignment was to write a paper that would be the basis of a presentation before a local school board.

Good evening, ladies and gentlemen. My name is Norma Bourdin, and I teach French at the Gibson Island Country Day School. It is a pleasure for me to be speaking to you about a truly exciting subject to me—teaching foreign language in the elementary school, better known as FLES.

In trying to decide how I would make you understand how important it is to begin a FLES program, I talked with parents and teachers, many of whom said to me that by adding a foreign language to a child's schedule, it would take time away from other subjects, both in school and in study time at home. Some people also said that the foreign language would only confuse the child in the study of English and reading.

I thought about giving you research figures and data which say that the child will probably do better in all of his or her subjects, especially English, and perhaps, have a more mature attitude toward school. But then I decided that I would let my own students tell why they think it is important to learn a foreign language. My fourth and fifth grade students (who have studied French with me since kindergarten) said: "If you travel to a foreign country, you can speak the language, give and receive directions, take care of any accident or medical emergency." "You can go to a restaurant and know what you will be eating, and count your money when buying something." "You will be able to ask questions and make friends in another country." "It is important for your own life experience and knowledge to know something that people around the world know, like knowing a secret code that your parents don't know!" "You could translate for others who don't know the language, communicate with relatives in your family who live in a different country." "It is fun to learn something new: words, games, songs." "You can even have penpals." "I would be ready for a college/university course and people will not think I'm ignorant!" "I can do

I would like to close with a statement which reflects my own philosophy of teaching, printed by the National Association of Independent Schools: "The study of foreign language is a liberating discipline that not only improves the student's listening and speaking proficiency, but also frees him/her from narrow national bonds, that makes him/her aware of the diversity of cultures, that sharpens rational powers, and, above all, that makes the student more aware of the fundamental importance of language."

We can all learn to be effective communicators, particularly when we have strong convictions. Go for it! Speak out for FLES!

Resources for Your Classroom

Curtain, H. A. and Pesola, C. A. (1988). *Languages and Children - Making the Match. Foreign Language Instruction in the Elementary School*. Reading, MA: Addison-Wesley.

This book is a wonderful advocate for the teaching of foreign languages at the elementary level. The tone of the book is thoughtful as well as practical, and reflects the creative approach to teaching and the broad experience of the authors. Several principles underly the book: foreign languages are a vital part of children's education; communication is the goal of language learning; children acquire language best through activities that are communicative, age-appropriate, concrete, content-based, and culture-based; and much can be learned from the success of immersion programs that can be applied to FLES programs.

The authors discuss several important topics in depth: the practical and theoretical considerations that go into choosing, planning, and developing a FLES program; activities and materials that develop communication in the classroom; fantasy-based experiences to promote an understanding of culture; ways of evaluating students and programs; and materials and resources for the classroom (both teacher-made and commercial). Since the book is intended as a methods text as well as a sourcebook for teachers and administrators, each chapter concludes with a chapter summary, questions for study and discussion, and a reading list. There are five appendices, which include model lesson plans, extensive lists of sources for classroom supplies, and professional information. Everyone connected with the teaching of languages to children will want to read this book because of its excellent presentation of the issues that concern us.

Dobb, F. (1987). *Annotated Bibliography of Materials for Elementary Foreign Language Programs*. Available from Fred Dobb, Consultant in Foreign Languages, California State Department of Education, 721 Capitol Mall, P. O. Box. 944272, Sacramento, CA 94244-2720.

This bibliography includes basic materials for the most popular FLES languages and the less commonly taught ones, such as Hebrew, Japanese, and Arabic. Many of the materials for French and Spanish may be familiar, but it is good to have them all listed together. If you are looking for materials in other languages, particularly German (which has four pages of listings), this bibliography can be very useful.

Resources Editors: Myriam Chapman and Betsy Grob

State Involvement from page 1

Hawaii's Board of Education agenda includes a resolution requiring the teaching of a foreign language in grades 3-6. In New York, public school students graduating in 1992 and 1993 must have completed at least one unit of study in a second language at some time during grades K-9, and those graduating in 1994 and after must have had at least two units.

Arkansas's Standard for Accreditation "requires exercises in foreign languages in the elementary school curriculum" to be satisfied by instruction in foreign language(s), or instruction and

activities in culture, or a combination of foreign language and culture instruction. Accompanying this standard is a strong recommendation that foreign language exercises be a part of the instruction at each grade level.

Kansas is one state that has an optional plan for elementary foreign language study. The Kansas State Board of Education has approved accreditation standards requiring that by 1990 all school districts provide opportunities to study a foreign language for at least two years at the high school level or the equivalent at the elementary level (Draper, 1987).

In other states, voices advocating the study of foreign languages in elementary schools are also heard. Two states have already set up a special task force: **Arizona**, to review the feasibility of requiring foreign languages; and **Georgia**, to prepare program models and to implement strategies. In **Mississippi**, where there is no mandate for foreign language study, the language included in the Curriculum Structure spells out in detail the requirements for the teaching of culture and the development of listening and speaking skills in a foreign language in grades K-3 and for the addition of reading and writing skills in grades 4-6.

Funding

Five states have special funds available to establish FLES programs: Florida, Iowa, Louisiana, Maine, and North Carolina. In **North Carolina**, the legislation mandating FLES study was accompanied by the Appropriations Act of 1985, thereby enabling the phasing in of foreign language study in all school systems and the hiring of foreign language teachers. In **Iowa**, two types of FLES grants have been available from the Iowa Department of Education - program planning and program implementation. Draper made note of the appropriation by the Iowa state legislature of "\$400,000 for technical assistance and grants in support of elementary and secondary foreign language education."

A description of the **Louisiana Quality Support Fund**, which was established from a \$600 million settlement with the federal government over disputed oil and gas revenues, was reported by Draper. This fund generated the \$1.9 million available at the beginning of the 1987-1988 school year for elementary foreign language programs. The Board of Elementary and Secondary Education has passed a requirement that "all school systems establish at least one model foreign language program at the fourth grade level." The FLES program started in 1982 in **Florida** provides funds on a matching basis with local districts. Twenty-three school districts participated in 1986-1987 with 174 teachers and 50,000 students in 294 public and private schools.

Teacher Preparation Programs

Fifteen respondents indicated that FLES teacher preparation programs are available through state-supported teacher education institutions, either as programs leading to certification, or as special workshops for providing FLES instructional strategies.

In **Arkansas**, several types of preparation programs have been developed and funded by federal, state, or university sources. Title II Education for Economic Security Act (EESA) funds were used to establish a program in the summer of 1987 for the preparation of elementary teachers for foreign language teaching through immersion in French and Spanish. (See the article by Ford and Hassell on page 6). Through university funding, an experimental class offered to elementary teachers at

Continued on page 7

Activities for Your Classroom

Activities for Your Classroom

Title: **Family Ties**

Objective: To express familial relationships

Materials: 8 1/2" x 11" face cards of members of two different families with first and last names of the family member on each card. Cards could be teacher- or student-drawn pictures, or magazine cutouts. Yarn.

Procedure: Both sets of family face cards are placed by family group in the center of the circle. Students in turn use pieces of yarn to connect family members and verbally express the familial relationships demonstrated. The complexity of what is said by the students will vary according to the level of the class. The student could point to a picture and say in the target language "The brother" or "the father." The more advanced student could generate a complete sentence such as "Anna is Susie's mother."

Contributor: Lynn Haire, Ferndale Public Schools, Ferndale, MI 48220

Classroom Activities Editor: Donna Grundstad

Wingspread from page 1

studied. Furthermore, foundation executives have observed that the best practices in language instruction are generally not common practice. They are keenly interested in pursuing issues in elementary school foreign language instruction – an area that has not been specifically addressed in the school reform movement.

Topics

Participants initiated group discussion by brief introductory presentations on such topics as

- When should instruction begin?
- On what basis should foreign languages, including rarely taught major world languages, be selected for instruction?
- What does research have to say about language instruction in elementary schools?
- What teaching techniques, tools, technology, and tests are useful?
- What qualifications and training are necessary for elementary school foreign language teachers?
- What program options do elementary schools have?

The discussions brought into focus the issues of greatest importance, such as teacher preparation, that need to be addressed in detail in future meetings.

Next Step

What is the next step? The Johnson Foundation will report on the conference in the June 1988 issue of *The Wingspread*

Journal (copies available from The Johnson Foundation address below). A follow-up committee has been appointed to carry out the long-term goals of the meeting. Committee members are Christine Brown, Helena Anderson Curtin, Madeline Ehrlich, Frank Grittner, Maria Ramirez, Edward Scebold, G. Richard Tucker, and Myriam Met, Chair.

Future Agenda

The follow-up committee's first task is to select its agenda from the following recommendations of the group: approach national organizations to put elementary school language instruction on the agenda of their national conventions, develop guidelines for school decision-makers, develop a research agenda, organize a national conference, develop a plan for a national project comparable to "A Nation of Readers," develop ways to bring the profession together on behalf of elementary school foreign language instruction, and contact foundations for financial support for the follow-up committee and for projects. The follow-up committee will be meeting shortly to consider these recommendations.

NNELL is very pleased with the initiative taken by The Johnson Foundation to sponsor the preliminary meeting. We would like to take this opportunity to thank them for their support of early language learning. We urge our readers to contact members of the follow-up committee to offer ideas and suggestions. *FLES NEWS* will keep you informed of the Wingspread committee's activities as it carries out its agenda.

Note: Two radio programs produced at the conference are available on cassette in the "Conversations from Wingspread" series. They are "America and the Foreign Language Crisis" (with G. Richard Tucker and Maria Ramirez) (order R-1356) and "Schooling Ourselves to Talk to the World" (with Myriam Met and Madeline Ehrlich) (order R-1357). To order, write CASSETTE REQUEST, Attn. Susan Poulsen Krogh, Director, Public Information and Program Extension, The Johnson Foundation, Box 547, Racine, WI 53401-0547. The foundation will provide these cassettes in reasonable numbers to educators without charge.

Teacher Preparation Information Requested

As part of a two-year project to expand foreign language teaching to the lower grades, the National Council on Foreign Language and International Studies is developing guidelines for curricula to prepare teachers for K-8 foreign language programs. The National Council is soliciting descriptions of existing curricula leading to teaching credentials for elementary school language teaching. From institutions that offer individual courses oriented toward teaching this age group, the National Council is seeking copies of course syllabi. For general methods courses, offered by either a language department or an education department, with a component devoted to the target group (K-8), the National Council would appreciate simply notice of the existence of such a course. Please address all correspondence to the project director: **Dr. Kurt E. Müller, NCFLIS c/o The American Forum, 45 John Street, Suite 1200, New York, NY 10038**

Summer Institute in Language Awareness Offered to Elementary School Teachers

*James F. Ford and Jon B. Hassel,
Department of Foreign Languages
University of Arkansas, Fayetteville, Arkansas*

During the period 1983-1985, we directed summer institutes for middle school teachers of foreign languages. During the course of preparing for these institutes and through contacts with in-service teachers and administrators, we have been led to rethink the role of first and second language study in the elementary and secondary schools. We strongly believe that language awareness should begin in elementary school through an introduction to linguistic and cultural differences not only across national boundaries but also within the United States. In order to achieve these goals, we conducted a four-week summer institute for 37 in-service elementary school teachers from the mid-South region, funded by the National Endowment for the Humanities. The teachers studied two interrelated problems of language: the nature of language in general and its critical position in humanistic study and the question of second language acquisition with its concomitant literary and cultural manifestations.

We addressed the first issue because we feel strongly that a knowledge of language and linguistics is at the very heart of a humanistic education, since it is the foundation on which all further humanistic study is built. A greater awareness of how language functions should have a dual impact: it should foster the development of interpretive skills not only in literature but also in a wide variety of communicative exchanges and it should lead to a greater sensitivity to language variation, which will promote greater cross-cultural and cross-societal understanding. We think that every elementary school teacher should have an introduction to the basic principles of general linguistics, the building blocks of language awareness.

We also think that teachers should understand the nature of language acquisition, both first and second, and should study the contrasts between standard English and varieties of non-standard English. From a practical standpoint, having some knowledge of both first and second language acquisition, the teacher will be better prepared to foster the transition from spoken language to the more formal reading and writing activities that take place during the elementary years. Moreover, a better understanding of the nature of language variation should not only make the teacher more sympathetic to dialect differences but also prepare her/him to help nonstandard speakers make this transition. This is especially important in our region and in many large metropolitan areas in which there is a large population of nonstandard-English speakers.

In order to develop a greater cross-cultural view of the world, the second part of the institute's core focused on the culture and language of France and Mexico. We read and discussed with the participants both literary texts and socio-anthropologic studies. Each participant read two novels, one French and one Mexican, and a cultural study on each region. They were also introduced to some of the basic lexical, grammatical, and phonetic elements of French and Spanish. Our rationale for an introduction to foreign language learning was twofold: We believe that the experiential process of learning a second language supports and enhances the theoretical discussions of how language works, of how language is acquired, and how language reflects cultural differences. Secondly, it provides the teachers with enough basic skills and learning activities to begin exploratory language in their classrooms.

Obviously, what little language training the elementary teachers received in four weeks would not be sufficient for anything more than a very limited exploratory unit, but we thought that it would have two more far-reaching consequences: 1) they may be motivated to continue foreign language study; 2) they will have a better awareness of how language works and will be prepared to deal with language variations in their classrooms. In-service teachers are highly pragmatic and want theoretical considerations supported by practical classroom activities. Therefore, we provided materials including texts, tapes, visual materials, songs, games, etc., which they could integrate into their classrooms. Having the exposure to two Romance languages and cultures opened up a rich field of inquiry. Not only did it permit cross-cultural comparisons between our modern American culture and the two Romance cultures, but also the differences between the two foreign cultures were explored.

The participants were divided into two groups: A and B. For the first two weeks, group A studied French culture and language while group B studied Mexican culture and Spanish language. The schedule was reversed for the final two weeks. Throughout the four weeks of the institute, all students studied basic linguistics in the "Nature of Language" segment. We believe that the objectives were achieved in all aspects of the institute and that it was a highly successful and enriching experience for the participants.

We had a three-part process of evaluation:

- 1) Participants completed a questionnaire in which they had the opportunity to comment on their institute experience.
- 2) An outside evaluator, Al Gage, Supervisor of Modern Foreign Languages for the State of Oklahoma, observed during the first two and the final two days of the institute and provided us with a narrative report.
- 3) A local teacher and an administrator observed and evaluated the activities of the institute.

At present, we are completing follow-up visits to the participants' schools. We discuss with them the impact of the institute in their classroom. We also try to meet with principals and supervisors in order to make them aware of the goals and objectives of the institute. We have found this activity to be one of the most personally satisfying aspects of the project. We found the institute experience both highly rewarding and enlightening. The participants were extremely pleasant to work with and were highly motivated. This experience indicates to us the profound need for programs designed to promote the professional growth of in-service elementary teachers.

Publicizing FLES Editor: Carolyn Andrade

JOB OPPORTUNITY

WANTED: Full-time Spanish-speaking second grade teacher for partial immersion program. Qualification for Oregon certification required. Salary range: \$18,530-\$34,743 annually, depending on experience and training. Excellent benefits. Send resume, cover letter, and three recommendations to Patricia Ryan, Personnel Department, Portland Public Schools, P. O. Box 3107, Portland OR 97208-3107. (503) 249-2000, X533. Position begins August 31, 1988.

State Involvement from page 4

the University of Arkansas at Fayetteville exposed them to native cultural informants from ten different world cultures and helped them develop strategies for the inclusion of foreign language and cultural studies in the curriculum. During the summer of 1988, two FLES preparation projects will be available through funding from the Arkansas Department of Education. One of these projects will focus on French and Spanish immersion-style preparation for elementary teachers. In the other, elementary teachers and secondary foreign language teachers will collaborate on designing linguistic/cultural experiences for elementary students to be implemented by advanced-level foreign language high school students.

The **California** state legislature authorized the establishment of the California International Studies Project, which now operates six international studies resource centers. One of the centers has as its specialty the development of elementary foreign language programs. In 1987, the **Iowa** Department of Education provided \$30,000 for two FLES teacher institutes aimed at preparing a total of thirty 7-12 certified teachers for K-6 certification.

As of July 1987, most of **Ohio's** 45 institutions approved for teacher education had a certification program in one or more foreign languages for K-12. A few states, like **North Carolina**, have extensive preparation available through the K-12 certification programs. A considerable number of short-term preparation programs have also been offered recently. For example, there were 52 programs reported in **Texas**, 5 in **Wisconsin**, and 2 one-day FLES methods workshops in **Iowa**.

Certification Requirements

In 19 states, along with the District of Columbia, there are teacher certification criteria for FLES teachers. In general, most require a set number of hours in the foreign language and a methodology course for teaching a foreign language at the elementary level. Increasingly, there is also some concern that

certain linguistic competencies be demonstrated, especially oral proficiencies. The requirements may be categorized broadly in four different ways.

With Secondary Foreign Language Certification. **Delaware** is an example of a state in which certification requires proficiency testing and the addition of a methods course at the elementary level.

With Elementary Education Certification. **New Hampshire** requires the addition of the foreign language(s) to be taught. **New York** will grant an extension to include the teaching of foreign language with the addition of 24 semester hours of college foreign language study in the language.

Foreign Language Certification for Grades 7-10 Changed to Grades K-12. **Georgia** is changing from 7-12 to K-12 as of the fall of 1988. **Louisiana** converts certification to 1-12 with the addition of 9 hours of professional elementary education courses. **Minnesota** has the following requirements for foreign language certification for grades 1-12:

... a bachelor's degree upon the completion of a teacher's education program with a language major . . . ; b) 18 semester credits in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels; and c) a rating of good or superior by the language department . . . in five of the seven competencies defined in the Modern Language Association of America (MLA) 'Qualification for Secondary School Teachers of Modern Foreign Languages' and at least a minimal rating in the remaining two competencies. The competencies are to include aural understanding, speaking, reading, and writing.

New or Revised Certification Programs. **Ohio's** program, which went into effect in July 1987, requires 45 semester hours in the foreign language, a special methods course at the elementary level, and other professional courses. An oral proficiency test will be part of the new state board competency requirement. **Oregon** has a fifth-year program whereby future elementary school teachers can choose to major in a foreign language as undergraduates. **Maine** has new certification and

Continued on page 8

NOTICE: You must SUBSCRIBE NOW in order to get your next issue. There are no more free issues! Send in your money now for a 1988-89 subscription.

Subscription Order Form (1988-89) FLES NEWS, National Network for Early Language Learning (NNELL)

— Please send me a one-year subscription to *FLES NEWS*. I am enclosing my check for \$8.00.
(Make checks payable to NNELL)

Name: _____

Title or Grade Level: _____

School or Affiliation: _____

Mailing address: _____

City, State: _____ Zip: _____

Mail check and this coupon to: Gladys Lipton, Treasurer, National Network for Early Language Learning,
P. O. Box 4982, Silver Spring, MD 20904

State Involvement from page 7

recertification program endorsements scheduled to take effect in July 1988. **Michigan's** program requires a major or minor in foreign language plus competence in that language. **Iowa** requires 24 hours of foreign language, methods of teaching at the elementary school level, psychology of elementary-age children, and student teaching at the elementary level. **Kentucky** requires 21 foreign language semester hours for grades K-4 and 24 foreign language semester hours for grades 5-8. **Texas** has Option I (2-12 semester hours), and Option II (18 semester hours) of foreign language. **Oklahoma's** new certification requirements, which went into effect in the fall of 1986, allow a foreign language teacher to teach K-12 but not to teach other subjects.

Some states, such as **Arkansas**, which do not have special FLES certification, allow secondary foreign language teachers to teach at the elementary level. Other states are involved in the study of certification requirements. **Arizona** has a Foreign Language Task Force to review foreign language teacher proficiency certification requirements. In **North Carolina**, a state commission has been set up to revise teacher competencies in second languages, especially oral proficiencies, in the validation process for K-12.

Marcia H. Rosenbusch, Editor
FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

The Outlook

States are responding to the growing interest in the study of foreign languages in the elementary schools by changing curriculum requirements and teacher certification criteria and by allocating more funds for the establishment of programs. Interestingly, state officials have sometimes been spurred by parents who are involved in the parent-sponsored programs scheduled before or after the regular school day. The list of certified FLES teachers is short and there is an increasing demand for teachers. **North Carolina**, for example, will need 2,000 teachers through 1992! It is hoped that increased state involvement in FLES will meet the growing demand for teachers and will result in quality FLES programs nationwide.

References

National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform*. Washington, DC: United States Government Printing Office.

Draper, J. B. (1987). *State Activities Update: Focus on Exchange*. Washington, D.C.: Joint National Committee for Languages. Unpublished manuscript.

If you have information on state FLES involvement, please contact Dr. Margaret Clark, 425 Kimpel Hall, University of Arkansas, Fayetteville, Arkansas 72701.

Research Editor: E. Statzner